

## ***The Book Thief* Final Project**

Anderson/Whelan

Welcome to the final project for *The Book Thief*. For this assignment, you will be working in a group of 2-3 people, assigned a specific topic, and have a breakdown of tasks to complete each day.

**FINAL DUE DATE: TUESDAY, MAY 2, 2017**

**90 points**

### **There will be FIVE TOPICS:**

- 1) Kristallnacht
- 2) Book Burning
- 3) Nuremberg Laws
- 4) Hitler Youth
- 5) Germans in Germany during World War II

There will be THREE tasks you need to complete for each topic; below please find specific information for each task.

### **REQUIREMENTS**

#### **TASK ONE: INDIVIDUAL RESEARCH: CHECKED IN WEDNESDAY, APRIL 26, 2017**

**Role #1: Historian:** Using Encyclopedia Britannica or credible online source, research your topic. Provide a 1-2 paragraph summary of the topic. The summary should include specific years/dates, locations, and specific people who played a significant part in that historic event. This must include a Works Cited page properly formatted.

**Role #2: Passage Master:** Locate 2 passages in *The Book Thief* that mention this historic event OR show the consequences of this event. Copy each passage and provide a one paragraph explanation (8-10 sentences) of WHAT is happening, WHO is involved, and HOW this passage is important to the understanding of the novel. This must include a Works Cited page properly formatted.

**Role #3: Media Mogul:** Using YouTube, Google, ProQuest, or other credible online source, search for your historic event. You must find one historic video AND one historic visual image (both images produced in the 1930s-1940s!). For each piece, complete all components of the appropriate analysis worksheets. This must include a Works Cited page properly formatted.

## **TASK TWO: SCRIPTING**

Working together, decide which scene (or scenes) in the novel best represent your historic event (or the consequences of the event). You will be responsible for writing a script, which includes dialogue, stage directions, and setting, that brings that scene(s) to life. Think back to *Romeo and Juliet* for the conventions of drama.

Script must be typed and following proper format (see next page for example). Script should be 2-3 pages TYPED, DOUBLE-SPACED.

## **TASK THREE: FILMING**

Using class time, film the scene(s) that you drafted with your script. EVERYONE must appear in the film. You may recruit other students/classmates to fill roles as needed. You may play multiple roles.

When filming, please make sure of the following:

1. Audio: check that each speaker can be easily and clearly heard.
2. Music: if you choose to include background music (optional) make sure that it doesn't drown out the dialogue
3. Visual: be mindful of transitions from scene to scene and that you have organized the scenes appropriately
4. Length: Final movie should be about 3 minutes in length.

### **Your final product must include**

1. A title screen - create a title for your scene(s) and incorporate the historic event
2. The scenes themselves
3. Final credits (who played what role(s), mention of any music utilized, etc.)

FINAL PRODUCT PORTFOLIO (INDIVIDUAL RESEARCH, SCRIPT, AND FILM) IS DUE AT THE BEGINNING OF CLASS TUESDAY, MAY 2.

Research and script should be printed out; film should be AirDropped.

## **ASSESSMENT**

Individual Grade: Research component - 30 points

Group Grade: Script - 30 points

Group Grade: Film - 30 points

Total: 90 points

## **Calendar**

Monday, April 24: Introduction to project; individual research time

Tuesday, April 25: Individual Research in class, collaborate with group, conference with teacher

Wednesday, April 26: Individual research due and checked: Work on scripts (use Google Docs and share with partners and teacher)

Thursday, April 27: Finish scripts; Begin filming

Friday, April 28: Filming and completion of other work

Monday, May 1: Filming, finish all components

## Tuesday, May 2: Final Project Portfolio Due, presentations

### Screenplay Example

Provide initial description of people in the scene and what they are doing before they speak

FADE IN

INT. CLASSROOM - DAY

BOWDY TEENAGERS toss insults at one another along with wads of paper. If they weren't sitting on desks, this could be a mall cafeteria. But then--

SCREECH! Fingernails are dragged across a chalkboard, demanding everyone's sudden attention.

A scrawny TEACHER (30s) stands in the front of the room. He blows CHALK DUST from his nails like it was smoke from a gun.

TEACHER

Well, hello there, w'all. My name is Mister Puhllensple. But you can call me Boss.

Dialogue should be centered and indicate the speaker

If there is action/a new character between dialogue, insert it - account for sounds, movement, etc.

Silence. One of the students, JIM (16), starts to LAUGH. His energy is contagious and soon the whole room is in an uproar.

TEACHER (CONT'D)

I'm gonna count down from three. If I hit zero and I still hear noise, you will all be very, very sorry.

JIM

What are you gonna do: bore us to death?

He fist-bumps HENDERSON (16) beside him, as--

TEACHER

Three. Two. Two-and-a-half.

HENDERSON

(mimicking)  
You will be sorry!

TEACHER

One. Zero.

The kids are just as loud as ever. Teacher HESITATES, then pulls out something that's been hidden behind his belt: A GLOCK 9.

Before the students can react, he FIRES into the CEILING: BLAM!!

INT. PRINCIPAL'S OFFICE DAY

PRINCIPAL SCHEIDT (50s) shoots awake at his desk, reacting to the GUN SHOT.

Provide a detailed description of initial setting: where & when

When a new character enters the scene, provide specific character details (age, gender, appearance)

Indicate when there is a shift in the setting; provide descriptions: where and when



# Analyze a Video

Name \_\_\_\_\_

## Video Information

*Provide the title of the video, the date it was created, and the link to view the video.*

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Link: \_\_\_\_\_

## Anticipate

What do you think you will see?

## Meet the video

Type (check all that apply):

- Animation
- Propaganda
- Promotional
- Training film
- Combat film
- Newsreel
- News report
- Informational
- Documentary
- Entertainment
- Commercial
- Other

Elements (check all that apply):

- Music
- Live action
- Narration
- Special effects
- Background noise
- Color
- Black & White
- Animation
- Dramatizations

## Observe its parts

*List the people, objects, and activities you see.*

PEOPLE	OBJECTS	ACTIVITIES

## Analyze a Video

Name \_\_\_\_\_

### Try to make sense of it

When is this video from?

Who made it?

Who do you think is the intended audience?

What was happening at the time in history this video was taken?

How do you think the creator wanted the audience to respond? *List evidence from the video or your knowledge about who made it that led you to your conclusion.*

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### Summary

*Write a one-paragraph (8-10 sentences) summary of this photograph: why is it important? How does it help you to understand the historical time period? How does it further your understanding of The Book Thief?*

# Analyze a Photograph

Name \_\_\_\_\_

**Insert the photograph here**

*Copy & paste or print and tape the photograph here.*

## Meet the Photo

Quickly scan the photo. What do you notice first?

Type of photo (check all that apply):

- |                                      |                                    |   |                                 |  |
|--------------------------------------|------------------------------------|---|---------------------------------|--|
| <input type="checkbox"/> Portrait    | <input type="checkbox"/> Landscape | <input type="checkbox"/> Aerial/Satellite | <input type="checkbox"/> Action | <input type="checkbox"/> Architectural |
| <input type="checkbox"/> Event       | <input type="checkbox"/> Family    | <input type="checkbox"/> Panoramic        | <input type="checkbox"/> Posed  | <input type="checkbox"/> Candid        |
| <input type="checkbox"/> Documentary | <input type="checkbox"/> Selfie    | <input type="checkbox"/> Other            |                                 |  |

Is there a caption?  yes  no

# Analyze a Photograph

Name \_\_\_\_\_

## Observe its parts

List the people, objects, and activities you see.

PEOPLE	OBJECTS	ACTIVITIES

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## Try to make sense of it

Answer as best you can. The caption, if available, may help.

Who took this photo?

Where is it from?

When is it from?

What was happening at the time in history this photo was taken?

Why was it taken? List evidence from the photo or your knowledge about the photographer that led you to your conclusion.

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## Summary

On a separate page, write a one-paragraph (8-10 sentences) summary of this photograph: why is it important? How does it help you to understand the historical time period? How does it further your understanding of *The Book Thief*?